

## Genre Connections

### Lesson Preparation

| Daily Lesson 4                                  | READING  |              |
|---|--|--------------|
|   | TEKS   | Ongoing TEKS |
|   | E1.Fig19B<br>E1.2B<br>E1.5B  |              |
| <b>Key Understandings and Guiding Questions</b> | <ul style="list-style-type: none"> <li>Literary analysis of genres improves the reader's ability to determine purpose and message.</li> </ul> <p>— How do authors use literary techniques in fiction?</p>  |              |
| <b>Vocabulary of Instruction</b>                | <ul style="list-style-type: none"> <li>Characterization</li> <li>Foil</li> <li>Round character</li> </ul>  |              |
| <b>Materials</b>                                | <ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Classical fiction text from Daily Lesson 3 (1 per student)</li> <li>Markers (1 set per group)</li> <li>Chart paper (if applicable)</li> </ul> |              |
| <b>Attachments and Resources</b>                |  |              |
| <b>Advance Preparation</b>                      | <ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Select a prominent, well-developed character from the classical fiction text used in Daily Lesson 3 as the model for this Daily Lesson.</li> </ol>                          |              |
| <b>Background Information</b>                   | <p>Foil: A character used to enhance another character through contrast (e.g., Cinderella and step-sisters)</p> <p>Round: A well-developed character who demonstrates varied and sometimes contradictory traits</p>  |              |
| <b>Teacher Notes</b>                            |  |              |

### Instructional Routines

| Daily Lesson 4                | READING   |
|-------------------------------|---|
| <b>Duration and Objective</b> | <p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students review techniques authors use to develop a character.</p>   |
| <b>Mini Lesson</b>            | <ol style="list-style-type: none"> <li>1. Allow time, if needed, for students to finish reading the fictional text.</li> <li>2. Present your character. Ask: <b>Is this character the <i>protagonist</i> or <i>antagonist</i> in this selection?</b> Discuss responses. Ask: <b>Is this character a <i>foil</i> for another in the selection?</b> Discuss responses. Ask: <b>Would we consider this a <i>round</i> character? Why or why not?</b> Discuss responses.</li> <li>3. Review with students literary devices authors use to develop believable characters including both <i>direct</i> and <i>indirect</i> methods of characterization.</li> <li>4. Distribute paper and markers to each <b>Collaborative Group</b>.</li> </ol> |
| <b>Learning Applications</b>  | <ol style="list-style-type: none"> <li>1. In their <b>Collaborative Groups</b>, students draw a silhouette of a character from the fictional text and add examples of the literary devices from the text that the author uses to develop the character. Students should both identify the literary device and provide the textual evidence for it.</li> <li>2. Students draw a conclusion about the character based on these literary devices and record their conclusion under their silhouette.</li> </ol>  |
| <b>Closure</b>                | <ol style="list-style-type: none"> <li>1. Students participate in a <b>Gallery Walk</b> of the groups' silhouettes.</li> </ol>  |